



Non Negotiables

(Endpoints)

End of Lower Key Stage 2 Topic Cycle B

	AUTUMN TERM Our Wonderful World	SPRING TERM Ancient Civilisations	SUMMER TERM We are biologists
SCIENCE	<u>Rocks (Y3)</u> I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can observe, digitally record and map different rocks using a symbol on a map. I can identify rock types and their origins based on collected data. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from rocks and organic matter. I can talk about the influential scientist/ seismologist – Kusala Rajendran <u>Living Things & their Habitats (Y4)</u> I can recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things.	<u>Sound (Y4)</u> I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.	<u>FOREST SCHOOL</u> <u>Animals, including Humans (Y3)</u> I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. <u>Animals, including Humans (Y4)</u> I can describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey.
ART	<u>Painting and mixed media Light and Dark</u>	<u>Sculpture and 3D: Abstract Shape (link to Roman a</u>	<u>Drawing: Exploring tone and texture and proportion</u>

	I can share my ideas as about portrait paintings by Lynette Yiadom Boatye I can describe the difference between a tint and a shade. I can mix tints and shades by adding black or white paint. I can discuss their real-life experiences of how colours can appear different. I can use tints and shades to paint an object in 3D. I know how to create a tint and a shade I can create a portrait in the style of Lynette Yiadom Boatye – Portraits I can create a Christmas Card in the style of Peter Longstaff. 	I can try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. I can explain in simple terms the difference between 2D and 3D art. I can make a structure that holds its 3D shape. I can combine shapes together to make an interesting free-standing sculpture. I can try out more than one way to create joins between shapes. I can draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. I can plan an abstract sculpture based on play equipment. I can choose appropriate methods for joining elements in their sculptures. I can work cooperatively in pairs to add detail to artwork/architecture?	I can create a three-dimensional effect by using contrasting tones to show light and dark. I can combine lines and marks to represent different textures. I can use lines and marks in different ways to represent dark and light areas (tone). I can compare the sizes of different objects to draw them in proportion. Represent the size of one object relative to another. I can create artwork inspired by Maryam Arslan Show texture in the collage. Use the impasto technique to create textured effects.
<u>DT</u>	<u>Structures – Volcanoes?</u>	<u>Electrical Systems</u> I can make an electrical poster linked to the I understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit. I understand the common features of an electric product (switch, battery or plug, dials, buttons, etc.) I can list examples of common electric products (kettle, remote control, etc.) I understand that an electric product uses an electrical system to work (function).	<u>Cooking and Nutrition</u> I can adapt a recipe I can evaluate a range of existing products (biscuits?) I can use research and develop design criteria to inform the design of appealing products. I can follow a recipe with support. I can use a budget to plan a recipe. Adapt a recipe using additional ingredients.

		I know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits.	
GEOGRAPHY	<u>Why do people choose to live near volcanoes? *(link to science)</u> I can locate the world's countries using maps and give a correct example of a mountain range and its continent. I can name all four layers of the Earth in the correct order, stating one fact about each layer. I can explain one or more ways a mountain can be formed. I can describe a tectonic plate and know that mountains occur along plate boundaries. I can correctly label the features of shield and composite volcanoes and explain how they form. I can name three ways in which volcanoes can be classified. I can explain a mix of negative and positive consequences of living near a volcano. I can state that an earthquake is caused when two plate boundaries move and shake the ground. <u>Why are rainforests important to us? *(link to science)</u> I can describe a biome and give an example. I can state the location and some key features of the Amazon rainforest. I can name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. I can give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.	I can use maps, atlases and globes to locate countries and describe features studied.	
	<u>Where did Ibn Battuta travel? (link to Geography)</u>	<u>What did the Ancient Greeks do to change our world?</u>	

	I can describe where Ibn Battuta travelled and why. I can use timelines to sequence events in Ibn Battuta's life. I can compare life in Ibn Battuta's time with life now finding out what is the same/different? I can explain how and why Ibn Battuta has been commemorated.	I can study of an aspect or theme in British history that extends my chronological knowledge beyond 1066 I can identify the key periods in the ancient Greek civilisation. I can make inferences about Greek gods. I can compare Athens and Sparta. I understand the different types of democracy and explain how Athenian democracy worked. I can identify the achievements of the ancient Greek philosophers. I can identify the ancient Greeks' achievements and their influence on the western world <u>Why did the Romans invade?</u> I can explain what was important to people in Ancient Rome. I can explain the meaning of the words 'empire', 'invasion' and 'settlement'. I can analyse the different reasons for the Roman invasion of Britain. I can explain how the Celts responded to the Roman invasion. I can use artefacts to make deductions about the lives of Roman soldiers in Britain. I can explain the meaning of legacy, identifying how the Romans changed Britain, the impact, and ordering legacies by their significance.	
COMPUTING	<u>Data Handling: Investigating Weather</u> I can search the web efficiently to find temperatures of different cities and record this accurately.	<u>Microsoft Office 365 Emailing</u> I can log in and out of email. I can end a simple email with a subject plus 'To' and 'From' in the body of the text.	<u>Computing Systems (Google) Collaborative Learning</u> I can understand the need to be thoughtful when working on a collaborative document.

	I can design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. I can design an automated machine that uses selection to respond to sensor data. I can search for, and record weather forecast information in a spreadsheet and explain how this data is collected. I can create a video which includes weather forecast information. Skills Showcase HTML(Website Hacking) I can recognise the role of HTML in a web page. I can add text between the heading and paragraph tags. I can explore a web page using the inspect tool. I can explain how they altered the HTML to create their posters. I can alter the basic elements within a web page using the inspect tool. I can replace the text and images in a webpage.	Edit an email. Type in the email address correctly and send the email. I can add an attachment to an email. I can write an email using positive language, with an awareness of how it will make the recipient feel. I can recognise unkind behaviour online and know how to report it. Offer advice to victims of cyberbullying. I can recognise when an email may be fake and explain how they know. <u>Programming 1 – Scratch</u> I can explain what some of the blocks do in Scratch. I can explain what a loop is and include one in their program. I can Suggest possible additions to an existing program by remixing code. I can recognise where something on screen is controlled by code. I can use a systematic approach to find bugs. Understand the definitions of decomposition and algorithm and how they are used to create accurate code.	I can use comments to suggest changes to a document and understand how to resolve comments. I can use a variety of different slide styles to convey information, including images and transitions. I can create a Google Form with a range of different question types that will provide different types of answers, e.g. text, multiple choice or numerical values. I can export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers. <u>Computational Thinking – Designing a Health Algorithm</u> I can understand that problems can be solved more easily using computational thinking. I can recognise decomposition, abstraction, algorithm design and pattern recognition as key computational thinking skills. I can explain how decomposition and abstraction simplify problem-solving. Identify patterns in problems and use them to solve problems. I can design a clear algorithm to support and everyday task – related to health I can use computational thinking skills to code, refine and evaluate their work.
MUSIC	Painting Pictures with Sound Body Percussion, Percussion Instruments and Singing	Playing with Rhythm – Playing Together and Rhythmic Structures Recorders and Percussion Recorder performance for Easter service	Melody Builders – Exploring Melodies and Song Structures Recorders and Singing
PE	<u>Gymnastics</u> I can develop individual and partner balances, on the floor and on apparatus	<u>Fitness</u> I can recognise different areas of fitness and explore what your body can do.	<u>Hockey</u> I can send and receive with some control. I can move safely and with control when dribbling.

	I can develop control in performing and landing rotation jumps. I can develop rotation jumps and sequence building using apparatus I can develop the straight, barrel, forward and straddle roll. I can link actions that flow in a partner sequence using the rolls I have learnt. develop strength in inverted movements. I can create a 'great' partner sequence to include the skills I have learnt and apparatus <u>Football</u> I understand the role of an attacker when in possession. I can develop movement skills to lose a defender and move into space. I understand that scoring goals is an attacking skill and learn how to do this. I understand the role of a defender. I can apply skills, tactics and knowledge to play games using football rules. <u>Dance</u> I can copy and create actions in response to an idea and be able to adapt this using changes of space I can choose actions which relate to the theme. I can develop a dance using matching and mirroring. I can develop a dance using formations, canon and unison I can develop a dance phrase and perform as part of a class performance.	I can develop speed and strength. I can develop co-ordination, agility and stamina. <u>Tag Rugby</u> I can learn the correct techniques for handling a rugby ball. I can develop throwing, catching, and running with the ball. I can learn how to defend by taking an attacker's tag. I can develop an understanding of defending as a team. I can explore attacking skills to get closer to the try line. I can apply rules and skills to small sided games. <u>Netball</u> I can develop movement skills to lose a defender. I understand that intercepting is a defending skill and explore ways to do this. I can apply skills and knowledge to play games using netball rules.	I can develop decision making in attack. I can apply rules, skills and tactics to play in a tournament. <u>Athletics</u> I can develop stamina and an understanding of speed and pace in relation to distance. I can develop power and speed in the sprinting technique. I can develop technique when jumping for distance. I can develop power and technique when throwing for distance. I can develop a pull throw for distance and accuracy. I can develop officiating and performing skills.
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PSHE	<u>Difference and Diversity</u> I can identify how to listen and respond respectfully to a range of people. I can recognise similarities and differences between people. I can recognise the nature and consequences of discrimination. I can recognise and challenging stereotypes. <u>Being Responsible</u> I can research, discuss and debate topical issues. I can understand human rights protect everyone. I can explore rights and responsibilities in the home, school, community and environment. I can develop skills to carry out responsibilities. I can explore how to resolve differences and respect others points of view. I can explore what being part of a community means and how they belong. <u>Bullying matters</u> I can understand nature and consequences of discrimination, teasing, bullying and aggressive behaviour (Incl. Cyberbullying, trolling and prejudiced based language). I knowing how to recognise bullying and abuse in all its forms.	<u>Being Safe</u> I understand how to make informed choices I can explore how to recognise, predict and assess risks in situations. I understand how rules can keep them safe and how to become digitally responsible. I can identify how and where to get help. I know the importance of protecting information particularly online. <u>Relationships</u> I recognise what constitutes a healthy relationship and develop skills to form a positive and healthy relationship. I recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. I recognise different types of relationships. I understand that actions affect themselves and others. I understand when it is right to break a confidence or share a secret. I understand personal boundaries.	<u>Being Healthy</u> I can explore what affects physical mental and emotional health. I understand the concept and benefits of a balanced and healthy lifestyle. I can identify how to make informed choices. I can understand what is included in a balanced diet. I understand what may influence our choices and set goals. <u>Growing Up</u> I understand images in the media do not always reflect reality. I can celebrate strengths. I can learn about the kind of changes which happen life and the associated feelings. I know that simple hygiene routine can prevent the spread of bacteria. I know about changes that happen when you grow up. I understand the right to protect bodies. I know names of body parts. I can recognise difference between appropriate and inappropriate physical contact. I can recognise and challenge stereotypes.
RE	<u>How do people of faith say thank you to God for the Harvest?</u> I can talk about different ways people celebrate the harvest I can describe and recognise the similarities between different religious harvest festivals I can describe the key features of the Jewish festival of Sukkot.	<u>Which rules should we follow?</u> I can talk about the rules and laws that I try to follow in my own life I can talk about the story of Moses and the impact of the ten commandments	<u>Are all churches the same?</u> I can use religious vocabulary to name features of the church building, talk about their significance and links to the Bible. I can identify similarities and differences between churches and denominations worldwide.

	I can describe the key features of the Hindu festival of Pongal I can express my opinion about why communities celebrate Harvest <u>How does Jesus change lives?</u> I can talk about my experiences of change I can retell the story of Jesus changing someone's life I can talk about the ways in which Jesus changed/changes people's lives	I can talk about the 5 pillars of Islam I can identify the impact that the 5 pillars of Islam have on a Muslim way of life I can identify the Sikh 5 Ks I can identify symbols and objects in my life that reflect my commitments I can identify the activities of the Sikh Langar I can give examples of behaviour and actions that show a person is following religious rules I can describe ways in which Christians live out Jesus' command to love one another I can make links between beliefs and behaviour. talk, with understanding, about rules followed by people of faith I can identify humanist values I can understand the effects of rules and ask good questions about religious rules I can express my own ideas about rules I can identify something that is common in all religious rules (e.g. charitable giving) <u>A story of betrayal or trust?</u> I can identify and explain the significance of the incidents of betrayal and trust in the Easter story – God's salvation plan I can use key religious vocabulary to describe and talk about the importance of forgiveness in World Faiths and in my own life I can ask good questions about people's values and commitments	I can ask good questions about the similarities and differences between different denominational practices. I can make links between values and beliefs and behaviour I can talk knowledgeably about places of worship. The features of the building and the worship that takes place there. I can identify the similarities and differences between the worship that takes place in a mosque and Hindu temple. I can identify the similarities and differences between the worship that takes place in a Hindu temple and a Sikh gurdwara. I can identify the similarities and differences between the worship that takes place in a synagogue and a mosque. I can use the correct religious vocabulary to talk about various places of worship. I can make links between the places of worship I have explored and the beliefs of the worshipper. I can ask good questions to extend my knowledge and understanding. I can describe why light is used as a symbol for God in several religions. I can use religious language to talk about the symbols I have seen in the places of worship explored e.g. star of David, Aum and Swastika. I can describe the role of the Imam I can describe the role of the Rabbi I can connect the features of the mosque to the five pillars of Islam I can connect the features of the mandir to Hindu belief about God I can talk about why darshan is important to Hindus.
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FRENCH	I can recognise and respond to different greetings. I can recognise and sound out phonemes and begin to notice key phonemes in French words. I can form phrases to say hello and introduce themselves. I can begin to recognise how some sounds are represented in written form. I can ask someone how they are feeling and say how they are feeling. I can relate written captions to images. Explain what there is and is not in a classroom. Correctly identify masculine and feminine nouns in written form.	I can say the numbers 1-31 in French. I can match French months to their English equivalents. I can ask when someone's birthday is and say when their birthday is. I can write sentences to create a wish list, describing things orally and in writing. I can compare French festivals and their traditions with English ones. I can use a dictionary to research the meaning of relevant vocabulary. I can recognise and sort nouns by gender and explain the effect this may have on an adjective.	I can use the indefinite articles un and une correctly. I can speak in sentences, using familiar vocabulary, phrases and basic language structures. I can present ideas and information orally to a range of audience. I can read carefully and show understanding of words, phrases and simple writing. I can recognise some familiar French words in written form. I can use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. I can order typical French food and/or drink.
FOREST SCHOOL			